prePIRLS 2011

Sample Passages, Questions, and Scoring Guides

Reading for Literary Experience

Brave Charlotte

Lonely Giraffe

Reading to Acquire and Use Information

Catepillar to Butterfly

Two Giant Dinosaurs

Brave Charlotte

By Anu Stohner
Illustrated by Henrike Wilson

Charlotte was different from all the other sheep right from the start. When all the other lambs just stood shyly by their mothers, Charlotte was leaping around, ready for adventure.

Charlotte lived with all the other sheep on a hillside far from the farm. They had a shepherd to look after them and he had an old dog named Jack. Jack tried to keep Charlotte under control, but she wasn't scared of him.
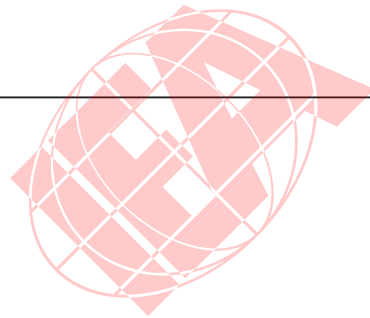
1. Who is Jack?

✎1 _____

2. What did Jack try to do with Charlotte?

✎1 _____

One time, Charlotte jumped over the side of a riverbank and went for a swim in the fast-running stream.

"Tut, tut," said the older sheep, shaking their heads.

What would they say if they knew that at night Charlotte secretly roamed through the countryside?

When all the other sheep were sleeping, she would slip away to her special place and gaze at the moon. Even Jack didn't notice. But he didn't have very good ears these days.

3. Give **two** ways that Charlotte was different from the other sheep.

✎₁ 1. _____

_____

✎₁ 2. _____

_____

4. Where was Charlotte standing in the picture on the opposite page?

✶ Ⓐ in her special place

Ⓑ by the stream

Ⓒ at the farm

Ⓓ in her hiding place

5. Why didn't Jack notice when Charlotte went out at night?

✎₁ _____

✶ **Correct Answer**

One day something terrible happened. The shepherd fell over and broke his leg. Jack barked and circled around him, but that didn't help one bit. The shepherd lay in the grass, not knowing what to do.

"Oh dear, oh dear," said the older sheep. "Somebody must go to the farmer's house in the valley and get help."

"Jack should go. He is the only one who knows the way."

"But it is too far. He hardly manages with the herd these days."

"Yes, that's true," said the others, shaking their heads in despair.

6. Why was the shepherd lying in the grass?

Ⓐ He didn't want to visit the farmer.

✶ Ⓑ He had broken his leg.

Ⓒ He wanted to go to sleep.

Ⓓ He was gazing at the moon.

7. Where did the animals need to go to get help?

🖉₁ _____

8. Give **one** reason why Jack was the best one to get help.

🖉₁ _____

Give **one** reason why Jack was NOT the best one to get help.

🖉₁ _____

✶ **Correct Answer**

Then Charlotte said, "I'll do it. I'll go."

"Charlotte?" muttered the older sheep.

"Out of the question! A sheep has never gone to the valley alone."

The older sheep were beside themselves with worry. But Charlotte couldn't hear them. She had already left to find the right way to the valley.

She bounded over fields, through the stream, and over the mountain.

9. How did the older sheep feel when Charlotte left?

    Ⓐ happy

    Ⓑ relieved

✶ Ⓒ worried

    Ⓓ angry

10. Why couldn't Charlotte hear the older sheep?

✎₁ _____

✶ **Correct Answer**

When Charlotte reached the busy road, it was the middle of the night. She stood and watched the traffic.

A truck driver noticed Charlotte and stopped in the road.

"Going to the valley?" he asked. Charlotte nodded.

11. When did Charlotte reach the road?

✎ 1 _____

12. What did Charlotte do when she reached the road?

Ⓐ She walked towards the farmer's house.

✶ Ⓑ She stood and watched the traffic.

Ⓒ She tried to cross the road.

Ⓓ She waved for a truck to stop.

✶ **Correct Answer**

It was so nice to speed along in the truck that Charlotte was almost sorry when they reached the farmer's house.

The farmer was asleep when Charlotte tapped on his window with her nose.

"It's Charlotte," said the farmer, "and she is all alone. Something must be wrong."
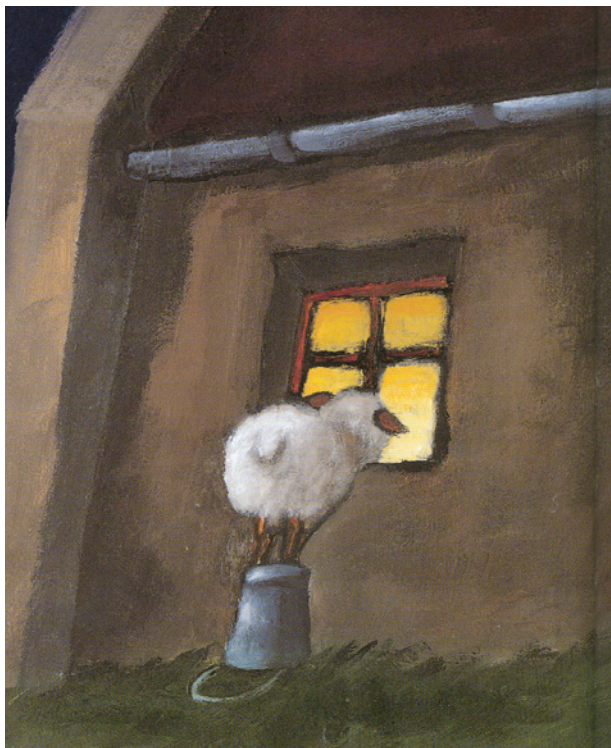
13. Why was Charlotte almost sorry to reach the farmer's house?

Ⓐ She missed the other sheep.

Ⓑ She would have to wake up the farmer.

✶ⓒ She liked the ride in the truck.

Ⓓ She was worried about the shepherd.

14. How did the farmer know something was wrong?

✶Ⓐ Charlotte was all alone.

Ⓑ Charlotte told him.

ⓒ Charlotte came in a truck.

Ⓓ Charlotte looked sorry.

✶ **Correct Answer**

Charlotte and the farmer drove on the tractor to find the other sheep. When they arrived, the poor shepherd was still lying in the grass. The farmer took him to the hospital right away.

The shepherd had his leg in a cast for six weeks before he could go back to the sheep. When he returned, he gave Charlotte a big smile. From then on, Charlotte was free to roam as she pleased.

15. What did the farmer and Charlotte do together?

✏ 1 _____

16. How long did the shepherd have a cast on his leg?

✏ 1 _____

17. Why did the shepherd give Charlotte a big smile?

✏ 1 _____

18. Put the events from the story in the correct order. The first one has been done for you.

✏ 1

_____ The shepherd goes to the hospital.

_____ Charlotte goes to the valley.

__1__ The shepherd needs help.

_____ The farmer finds the shepherd.

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Lynch School of Education, Boston College

Brave Charlotte, Item 1

1. Who is Jack?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Jack is an (old sheep) dog.

Examples:

old sheep dog

sheep dog

dog

shepherd's dog

0 – Unacceptable Response

The response does not indicate that Jack is an old sheep dog. The response may provide an overly vague description of Jack or describe something that Jack does in the story.

Examples:

sheep

shepherd

animal (Please note that this response is too vague.)

He's the one that takes care of the sheep.

He keeps Charlotte under control.

Brave Charlotte, Item 2

2. What did Jack try to do with Charlotte?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Jack tries to keep Charlotte under control. Please note that responses paraphrasing this idea are considered acceptable.

Examples:

keep Charlotte under control

control

keep her calm

0 – Unacceptable Response

The response does not indicate that Jack tries to keep Charlotte under control.

Examples:

put Charlotte to sleep

Brave Charlotte, Item 3

3.   Give two ways that Charlotte was different from the other sheep.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response provides two text-based ways that Charlotte was different from the other sheep from the list of acceptable responses below. Ways listed on the same line are considered the same idea and cannot be credited separately.

NOTE TO SCORERS: Responses paraphrasing these ideas are considered acceptable as long as the meaning is clear.

Ways that Charlotte was different from other sheep:

She was brave. / She was not shy.

She was leaping around (while other sheep stood by their mothers). / She didn't stand by her mother.

She was ready for adventure.

She jumped over a riverbank and went swimming.

She secretly roamed the countryside at night.

She slipped away to her special place (and gazed at the moon) (while other sheep were sleeping).

She went to save the shepherd. (Please note that specific actions that were involved in saving the shepherd, such as riding in a truck, are also acceptable.)

1 – Partial Comprehension

The response provides one text-based way that Charlotte was different from the other sheep from the list of acceptable responses above.

0 – No Comprehension

The response provides does not provide any text-based way that Charlotte was different from the other sheep.

Examples:

She wasn't scared of Jack. (Please note that the text does not state that the other sheep are scared of Jack.)

She was shy.

She was scared.

Brave Charlotte, Item 5

5. Why didn't Jack notice when Charlotte went out at night?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates that Jack did not notice Charlotte because he could not hear very well.

Examples:

He didn't have very good hearing.

His ears were bad.

He didn't hear her.

0 – Unacceptable Response

The response does not recognize that Jack could not hear very well. The response may indicate that Jack was old, but does not connect this to his lack of hearing.

Examples:

He was asleep.

He was old. (Please note that this response is too vague to be considered accurate.)

Brave Charlotte, Item 7

7. Where did the animals need to go to get help?

Process: Focus on and Retrieve Explicitly Stated Information

1– Acceptable Response

The response identifies the farmer's house in the valley as the place to go for help.

Examples:

the farmer's house

to the valley

to the farmer

0 – Unacceptable Response

The response does not identify the farmer's house in the valley as the place to go for help.

Examples:

a farm

to the road (Please note that this is an intermediate location, not the destination.)

to the stream

Brave Charlotte, Item 8

8.   Give one reason why Jack was the best one to get help. Give one reason why Jack was NOT the best one to get help.

Process: Make Straightforward Inferences

2 – Complete Comprehension

The response provides a plausible text-based reason why Jack was the best one to get help AND a reason why Jack was not the best one to get help from the lists below.

Why Jack was the best:

He knew where to go.

He knew how to get to the farmer's house/valley.

Why Jack was NOT the best:

He is too old to go that far.

It was too far for him to travel.

He can't manage the distance.

He needed to stay and watch the sheep.

He's too slow/weak.

He hardly manages with the herd these days.

1 – Partial Comprehension

The response provides a plausible text-based reason why Jack was the best one to get help OR a reason why Jack was not the best one to get help from the lists above.

0 – No Comprehension

The response does not provide a plausible text-based reason for why Jack was the best one to get help or a reason why he was not the best one to get help.

Example:

He was the best because he was the fastest.

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Brave Charlotte, Item 10

10. Why couldn't Charlotte hear the older sheep?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Charlotte could not hear the sheep because she had already left to go to the farmer's house.

Examples:

She had already left.

She already was on her way to the farmer's house.

She was too far away.

0 – Unacceptable Response

The response does not indicate that Charlotte had already left to go to the farmer's house.

Example:

She had bad ears.

Brave Charlotte, Item 11

11. When did Charlotte reach the road?

Process: Focus on and Retrieve Explicitly Stated Information

1– Acceptable Response

The response identifies the time (middle of the night) that Charlotte reached the road.

Examples:

in the middle of the night

at night

night

0 – Unacceptable Response

The response does not identify the time that Charlotte reached the road.

Examples:

in the middle

when the farmer was sleeping (Please note that the text does not state that the farmer was asleep when Charlotte reached the road.)

Brave Charlotte, Item 15

15. What did the farmer and Charlotte do together?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Charlotte and the farmer drove a tractor out to the sheep.

Examples:

drove a tractor out to the sheep

drove

They rode together.

found the sheep

They went to get the shepherd.

0 – Unacceptable Response

The response does not indicate that Charlotte and the farmer drove a tractor out to the sheep. The response may provide an action from the wrong part of the text.

Examples:

They went to the hospital. (Please note that the farmer did this with the shepherd.)

They went to the valley. (Please note that Charlotte did this on her own.)

They rode in a truck. (Please note that Charlotte did this earlier in the story.)

Brave Charlotte, Item 16

16. How long did the shepherd have a cast on his leg?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the shepherd wore the cast for six (6) weeks.

Example:

six weeks

6 weeks

0 – Unacceptable Response

The response does not indicate that the shepherd wore the cast for six weeks.

Example:

six

Brave Charlotte, Item 17

17. Why did the shepherd give Charlotte a big smile?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response indicates that the shepherd smiled at Charlotte because he was grateful to her (for helping him/getting the farmer), or the response may provide a more general indication that the shepherd was proud of Charlotte.

Examples:

She had gone to get the farmer.

She had gone to get help.

He was thankful.

She saved him.

She helped him.

He was proud of her.

because she was brave

0 – Unacceptable Response

The response does not indicate that the shepherd smiled at Charlotte because she had helped him by getting the farmer or because he was proud of her.

Examples:

He liked her.

He was happy.

From then on, Charlotte was free to roam as she pleased.

Brave Charlotte, Item 18

18. Put the events from the story in the correct order. The first one has been done for you.

____ The shepherd goes to the hospital.

____ Charlotte goes to the valley.

__1_ The shepherd needs help.

____ The farmer finds the shepherd.

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response recognizes the order of the events from the story (4, 2, 1, 3).

__4_ The shepherd goes to the hospital.

__2_ Charlotte goes to the valley.

__1_ The shepherd needs help.

__3_ The farmer finds the shepherd.

0 – Unacceptable Response

The response does not recognize the order of the events from the story.

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The Lonely Giraffe

By Peter Blight
Illustrated by Michael Terry

The jungle animals were a friendly bunch. All the animals met every morning to talk about the jungle news. Everyone took their turn to speak, but no one listened to the giraffe.

The giraffe was just too tall. By the time he lowered his head to the ground to speak the other animals had lost interest.
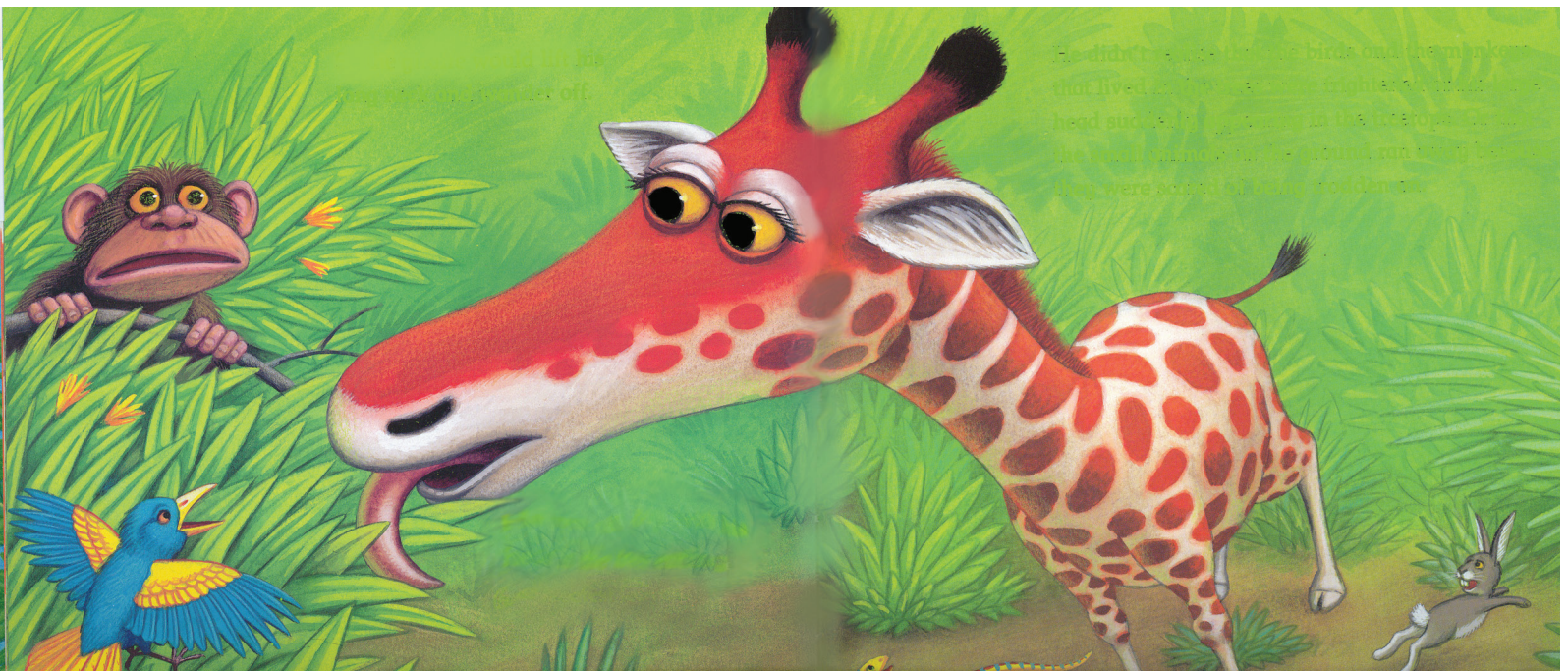
1. What did the animals talk about every morning?

✏ ①
_____

_____
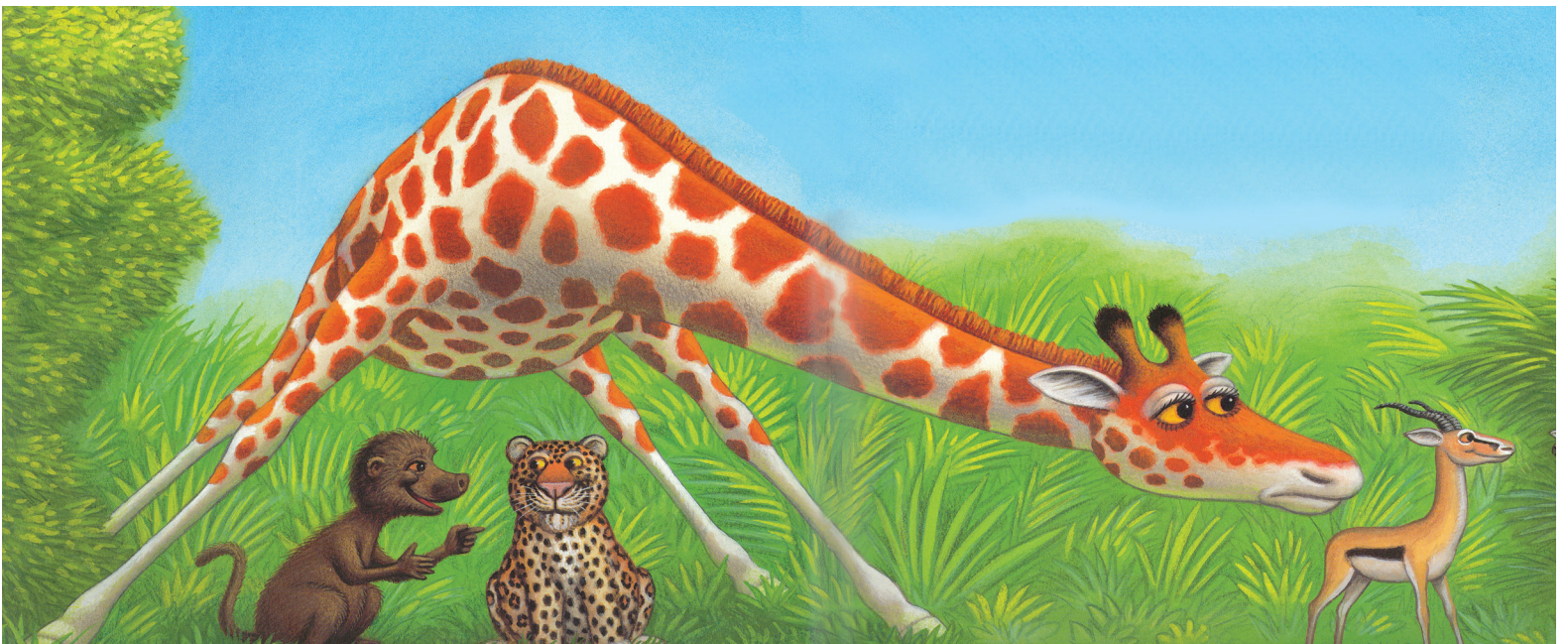
2. Why didn't anyone listen to the giraffe?

Ⓐ He did not wait his turn to speak.

Ⓑ He spoke too quietly to be heard.

★Ⓒ He was too tall.

Ⓓ He was not friendly.

★ **Correct Answer**

So the giraffe would lift his long neck and wander off. He spent all day with his head in the trees eating the sweetest leaves.

He didn't know that the birds were frightened of his large head suddenly appearing in the treetops. Or that the small animals on the ground ran away because they were scared of being stepped on.

After a while, the lonely giraffe stopped trying to speak to anyone. This went on for the rest of the long dry summer.
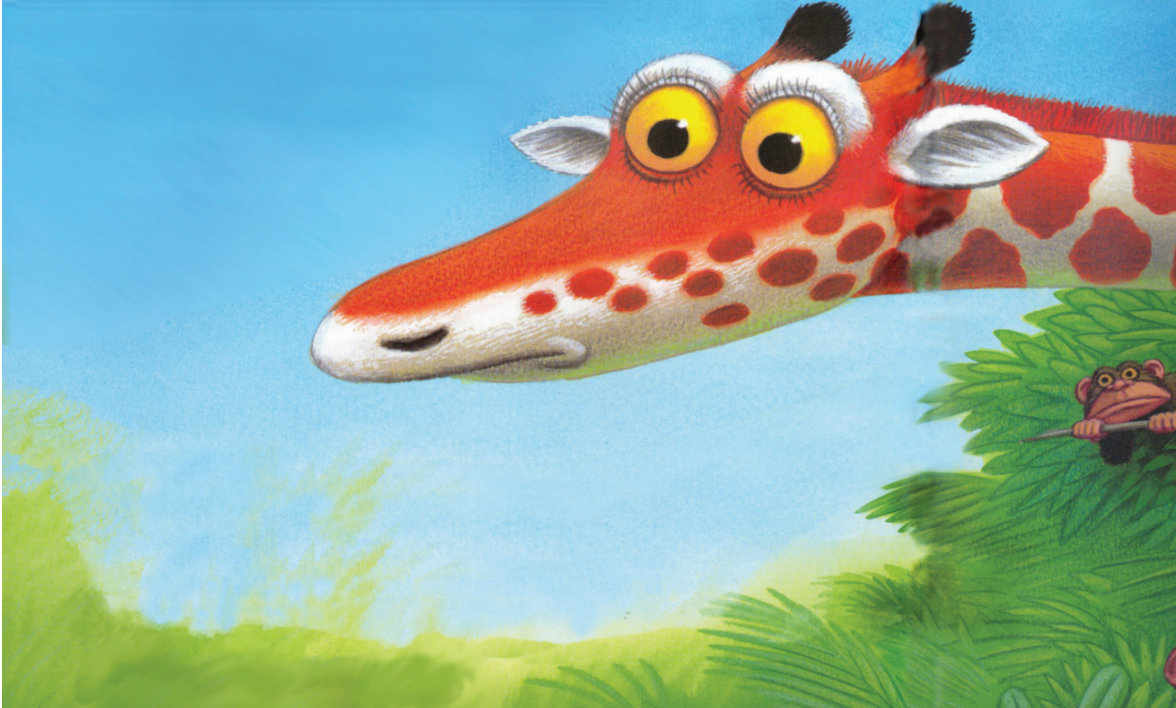
3. Which leaves did the giraffe eat?

✎₁ _____

4. Why were the animals on the ground afraid of the giraffe?

Ⓐ he would suddenly appear

Ⓑ he had a large head

✶Ⓒ he might step on them

Ⓓ he ate all their leaves

5. What did the giraffe stop doing over the summer?

Ⓐ wandering off

Ⓑ frightening the birds

Ⓒ appearing in the treetops

✶Ⓓ speaking to anyone

✶ Correct Answer

Then the rainy season came. The rain poured down for days. The animals huddled together beneath the bushes. Then the leopard heard a distant roar. But nobody could think what it was.

The giraffe looked over the heads of the animals on the ground. His big eyes widened like saucers and he slowly bent down until the worried animals could hear him.

"The river is flooding," said the giraffe. "A wall of water is racing down the valley and will soon be here."

"What can we do?" asked the gazelle. "It's too late to run away."

6. Why did the animals huddle together beneath the bushes?

    ✶ Ⓐ It was raining.

    Ⓑ They were scared of the giraffe.

    Ⓒ They heard a roar.

    Ⓓ It was hard to climb the trees.

7. "His big eyes widened like saucers."
    What do these words from the story tell you about the giraffe?

    Ⓐ He was glad.

    ✶ Ⓑ He was shocked.

    Ⓒ He was angry.

    Ⓓ He was excited.

8. What made the roaring sound in the distance?

    Ⓐ a leopard

    ✶ Ⓑ a flood

    Ⓒ a monkey

    Ⓓ a tree falling

✶ **Correct Answer**

"Climb up here," called the monkey from the treetops.
"The river won't reach the high branches."

The animals raced to the trees. But some of them could
not climb up the slippery tree trunks. Their hooves and
tails were not made for climbing.

9. Who told the animals to climb to the treetops?

    (A) the giraffe

    (B) the leopard

    (C) the wart hog

✶ (D) the monkey

10. Why were the animals trying to climb to the treetops?

✶ (A) to stay out of the water

    (B) to see the valley

    (C) to reach the sweet leaves

    (D) to hide from the leopard

11. Why couldn't some of the animals climb up the slippery tree trunks?

✏1 _____

✶ **Correct Answer**

Then the giraffe had an idea. He bent his knees and spoke to the animals. "Climb on to my back. The water is almost here."

The flooded river was splashing around the animals. The monkey jumped onto the giraffe's neck and called to the others. The hairy wart hog was next to carefully climb on. One by one the animals helped each other to safety.

12. What was the giraffe's idea for the animals?

    (A) to climb the trees

    (B) to swim in the river

    (C) to hide behind his legs

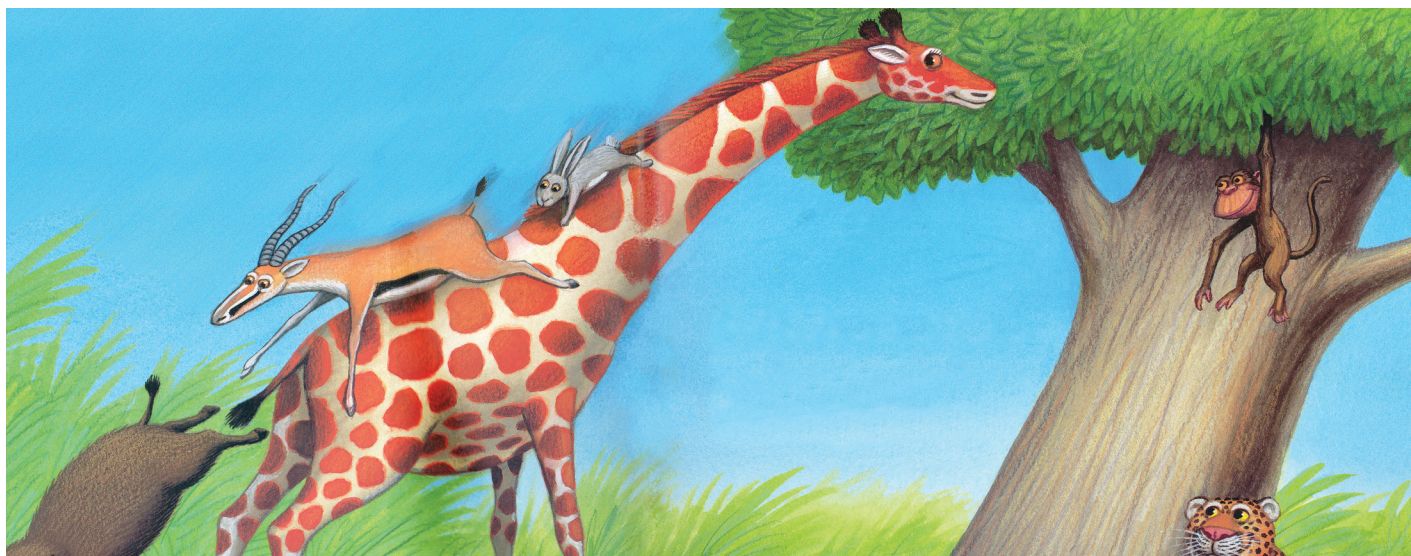✱ (D) to climb on his back

13. Look back at this picture:

What is the monkey doing sitting on the giraffe's neck?

✏ 1 _____

_____

✱ **Correct Answer**

The giraffe straightened his knees as the water flooded the jungle. He stretched up his long neck and the last few animals hurried into the branches. The water washed around the giraffe's strong legs and sprayed the animals in the trees.

Then the flood rushed on. The water slowly sank back to the ground and the sun came out from behind the clouds. The giraffe poked his head up into the high branches and the animals slid down his back to the ground.

From that day on the giraffe was never lonely again.

14. What did the animals do when the sun came out again?

1 _____

_____

15. How was the giraffe's life different after the flood?

1 _____

_____

_____

The Lonely Giraffe, Item 1

1. What did the animals talk about every morning?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the animals met to talk about the (jungle) news.

Examples:

jungle news

news

animal news

0 – Unacceptable Response

The response does not indicate that the animals meet to talk about the jungle news.

Example:

the giraffe

the jungle (Please note that this response is too vague.)

The Lonely Giraffe, Item 3

3. Which leaves did the giraffe eat?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the giraffe ate the sweetest (leaves).

Examples:

sweetest leaves

sweetest

sweetest ones

0 – Unacceptable Response

The response does not indicate that the giraffe ate the sweetest leaves.

Examples:

leaves

tree leaves

bird's leaves

The Lonely Giraffe, Item 11

11. Why couldn't some of the animals climb up the slippery tree trunks?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates that some animals could not climb trees because their hooves and tails, or their bodies in general, were not made for climbing.

Examples:

They didn't have the right hooves.

They weren't made for climbing.

wrong tails

Their bodies weren't made for climbing.

They weren't climbing animals.

0 – Unacceptable Response

The response does not recognize that some animals could not climb trees because their hooves and tails were not made for climbing. Please note that the responses "hooves" or "tails" are too general to be considered correct.

Examples:

hooves

tails

The Lonely Giraffe, Item 13

13. Look back at this picture:

What is the monkey doing sitting on the giraffe's neck?

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response indicates that the monkey was on the giraffe's neck to call to the other animals.

Examples:

He was calling the other animals.

He was helping the other animals.

leading them

showing them what to do

0 – Unacceptable Response

The response does not indicate that the monkey was on the giraffe's neck to call to the other animals. Please note that any response indicating that the monkey was climbing up the giraffe's neck (to stay safe) is incorrect because the monkey was able to climb trees.

Examples:

climbing on his neck to stay safe

He was looking at the flood.

coming down

The Lonely Giraffe, Item 14

14. What did the animals do when the sun came out again?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the animals came down from the trees or slid down the giraffe's back.

Examples:

They came down from the trees.

They came down.

They slid down the giraffe's back.

They climbed down his neck.

0 – Unacceptable Response

The response does not indicate that the animals came down from the trees or slid down the giraffe's back.

Examples:

played

went swimming

The Lonely Giraffe, Item 15

15. How was the giraffe's life different after the flood?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response provides an appropriate description of how the giraffe's life was different (i.e., improved) after the flood.

Examples:

He wasn't lonely.

He had friends.

He was happier.

now the animals listen to him

0 – Unacceptable Response

The response does not provide an appropriate description of how the giraffe's life was different after the flood. The response may provide a description of why the giraffe's life was different.

Examples:

He was lonely.

He saved the other animals.

Caterpillar to Butterfly

By Deborah Heiligman
Illustrated by Bari Weissman

One day our teacher brought a caterpillar to school in a jar. It was eating green leaves. This tiny caterpillar was going to change into a butterfly. Caterpillars usually turn into butterflies outdoors. But we watched our caterpillar change into a butterfly right in our classroom.

1. What was the caterpillar eating when the teacher first showed it to the children?

✏️1 _____

2. Where did the children watch the caterpillar turn into a butterfly?

✏️1 _____

Our teacher told us our caterpillar started out as a tiny egg. The mother butterfly laid the egg on a leaf. The mother butterfly chose the leaf of a plant that the caterpillar would eat. When the caterpillar hatched out of the egg, it was hungry. It ate its own eggshell! Then it started to eat green plants right away.

The caterpillar's job was to eat and eat, so it would grow. Each day it got bigger. The caterpillar ate and grew for 12 days.
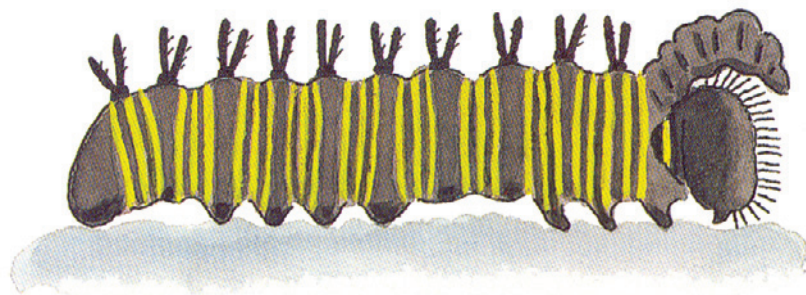
3. Why did the egg need to be on a leaf?

_✎₁_

_____

_____

4. What was the first thing the caterpillar did when it hatched?

Ⓐ chose a leaf

✶ Ⓑ ate its eggshell

Ⓒ ate green plants

Ⓓ laid an egg

✶ **Correct Answer**

Our skin grows with us. But a caterpillar's skin does not grow. When the caterpillar got too big for its skin, the skin split down the back.

The caterpillar crawled right out of its own skin. It had a new skin underneath. This is called shedding. Our caterpillar shed its skin four times. After many days our caterpillar was finished growing. It was almost as big as my little finger.
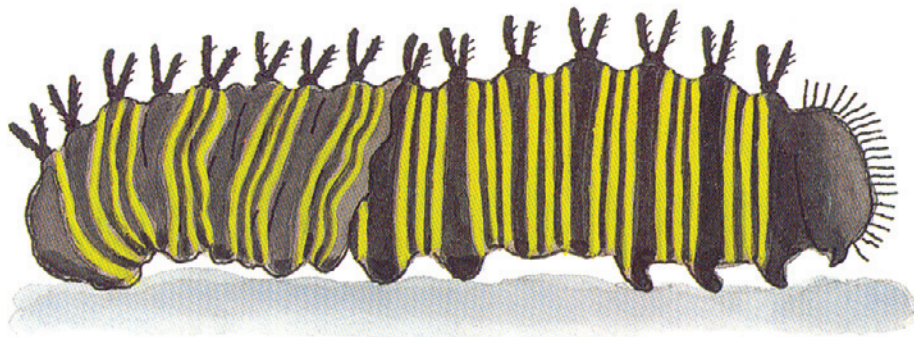
5. How is a caterpillar's skin different from human skin?

✶ Ⓐ It does not grow.

Ⓑ It is too big for the caterpillar.

Ⓒ It grows for many days.

Ⓓ A caterpillar can crawl in its skin.

6. Why did the caterpillar need to shed its skin?

Ⓐ Its skin got smaller.

Ⓑ It was hungry.

✶ Ⓒ It got too big for its skin.

Ⓓ Its skin got too old.

7. How many times did the caterpillar shed its skin?

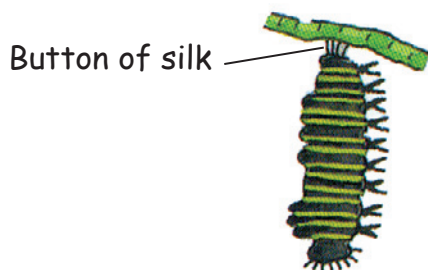✎₁ _____

8. How big was the caterpillar when it finished growing?

✎₁ _____

✶ **Correct Answer**

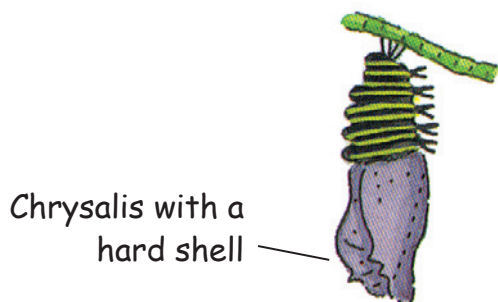Then our caterpillar made a special house. First it made a button of silk. It used this button to hang upside down from a twig.

Button of silk

Then it shed its skin for the last time. Instead of a new skin, this time it formed a chrysalis with a hard shell. We watched the chrysalis for a long time.

Chrysalis with a hard shell

Every day the shell looked the same. But inside the shell changes were happening.

9. What did the caterpillar use a button of silk for?

✏️ ①
_____

_____

10. Which word tells you something was happening to the chrysalis inside its shell?

✴ Ⓐ changes

Ⓑ button

Ⓒ shed

Ⓓ watched

✴ **Correct Answer**

We waited and waited. Then, one day, somebody shouted, "Look!" The shell was cracking. It was a butterfly! Our butterfly was damp and crumpled. It hung on to the shell while its wings flapped. This pumped blood into its wings. The wings stretched out and dried. Soon our butterfly was ready to fly.

11. What came out of the shell?

    Ⓐ a green leaf

    Ⓑ a new caterpillar

    Ⓒ a tiny egg

✶ Ⓓ a butterfly

12. How did the butterfly pump blood into its wings?

    Ⓐ by drying them

✶ Ⓑ by flapping them

    Ⓒ by stretching them

    Ⓓ by crumpling them

✶ **Correct Answer**

Our butterfly could not stay in the jar. It needed to be outside with flowers and grass and trees. We watched our butterfly land on a flower. It sipped the flower's nectar through a long, coiled tube. Maybe it was a female butterfly. Maybe someday she would lay an egg on a leaf.

13. Why couldn't the butterfly stay in the jar?

   Ⓐ They did not want to watch it anymore.

   Ⓑ They wanted another caterpillar.

   Ⓒ It was too big for the jar.

✱ Ⓓ It needed to be free outdoors.

14. How did the butterfly get the flower nectar?

   Ⓐ ate flowers and grass

   Ⓑ chewed green leaves

✱ Ⓒ sipped through a tube

   Ⓓ pumped its wings

✱ Correct Answer

15. Put what happens to a caterpillar as it changes into a butterfly in the correct order. The first one has been done for you.

✏ 1

_____ The caterpillar forms a hard shell.

_1_ The caterpillar eats and grows.

_____ The butterfly flaps its wings.

_____ The shell of the chrysalis cracks.

16. Think about the whole article. Why do you think the teacher brought the caterpillar into the classroom?

✏ 1

_____

_____

_____

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Caterpillar to Butterfly, Item 1

1. What was the caterpillar eating when the teacher first showed it to the children?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the caterpillar was eating leaves.

Examples:

The caterpillar was eating green leaves.

leaves

plants

0 – Unacceptable Response

The response does not indicate that the caterpillar was eating leaves.

Example:

food

Caterpillar to Butterfly, Item 2

2. Where did the children watch the caterpillar turn into a butterfly?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the children watched the caterpillar change in a jar or, more generally, in their classroom/at school.

Examples:

in a jar

in the class

at school

0 – Unacceptable Response

The response does not indicate that the children watched the caterpillar change in a jar or in their classroom.

Examples:

outside

on a leaf

Caterpillar to Butterfly, Item 3

3.   Why did the egg need to be on a leaf?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response indicates that the egg was laid on a green leaf so that the caterpillar would have food to eat (as soon as it hatched).

Examples:

so it would have food

The caterpillar could eat it.

The caterpillar would be hungry.

to eat it

0 – Unacceptable Response

The response does not indicate that the egg was laid on a leaf so that the caterpillar would have food to eat when it hatched.

Examples:

so the butterfly could eat it

so it could grow

to eat (Please note that this response is too vague.)

Caterpillar to Butterfly, Item 7

7.   How many times did the caterpillar shed its skin?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the caterpillar sheds its skin four (4) times.

Examples:

four times

four

4

0 – Unacceptable Response

The response does not recognize that the caterpillar sheds four times.

Examples:

four days

five times

Caterpillar to Butterfly, Item 8

8. How big was the caterpillar when it finished growing?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the caterpillar was the size of a little finger when it finished growing.

Examples:

It was as big as my little finger.

the size of a boy's little finger

finger

0 – Unacceptable Response

The response does not indicate that the caterpillar was the size of a little finger when it finished growing.

Examples:

as big as a hand

big

It was small.

Caterpillar to Butterfly, Item 9

9. What did the caterpillar use a button of silk for?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that the caterpillar uses a button of silk to hang (from a twig).

Examples:

to hang upside down

to hang

hang from a twig

0 – Unacceptable Response

The response does not recognize that the caterpillar uses a button of silk to hang from a twig. The response may repeat words from the question.

Examples:

to eat

to make a house

Caterpillar to Butterfly, Item 15

15. Put what happens to a caterpillar as it changes into a butterfly in the correct order. The first one has been done for you.

   ____ The caterpillar forms a hard shell.

   __1_ The caterpillar eats and grows.

   ____ The butterfly flaps its wings.

   ____ The shell of the chrysalis cracks.

Process: Interpret and Integrate Information and Ideas

1 – Acceptable Response

The response provides the correct order of the events in the article (2, 1, 4, 3).

   __2_ The caterpillar forms a hard shell.

   __1_ The caterpillar eats and grows.

   __4_ The butterfly flaps its wings.

   __3_ The shell of the chrysalis cracks.

0 – Unacceptable Response

The response does not provide the correct order of the events in the article.

Caterpillar to Butterfly, Item 16

16. Think about the whole article. Why do you think the teacher brought the caterpillar into the classroom?

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response recognizes that the teacher brought the caterpillar in to class for students to see it change/grow (into a butterfly).

Examples:

  to see it change into a butterfly

  to learn how butterflies form

  so they could see it change

  because she wanted them to see it grow

OR, the response may recognize that the teacher wanted students to learn about butterflies, without explicitly mentioning change from a caterpillar.

Examples:

  to learn about butterflies

  to show how a butterfly works

OR, the response may indicate a general understanding that the teacher wanted students to learn about the caterpillar's cycle of life without explicitly mentioning its change into a butterfly.

Examples:

to learn about the cycle of life

to learn about the caterpillar's cycle

to learn how a caterpillar's life begins and ends

0 – Unacceptable Response

The response provides only a vague understanding of the reason the teacher brought the caterpillar into class, or may provide an inaccurate description of why the teacher brought in the caterpillar.

Examples:

to learn about caterpillars

to watch it eat

to learn about nature

It was neat.

Two Giant Dinosaurs

Dinosaurs were animals that lived millions of years ago. This article tells you about two giant dinosaurs, the Tyrannosaurus Rex (called T. Rex for short) and the Diplodocus.

Although they were both huge, these two types of dinosaurs were very different. They ate different foods and had their own ways of living. Each one's giant body was built to suit its way of life. You can read about them on the next pages.

1. Based on what you've read, how long ago did dinosaurs live?

✎₁ _____
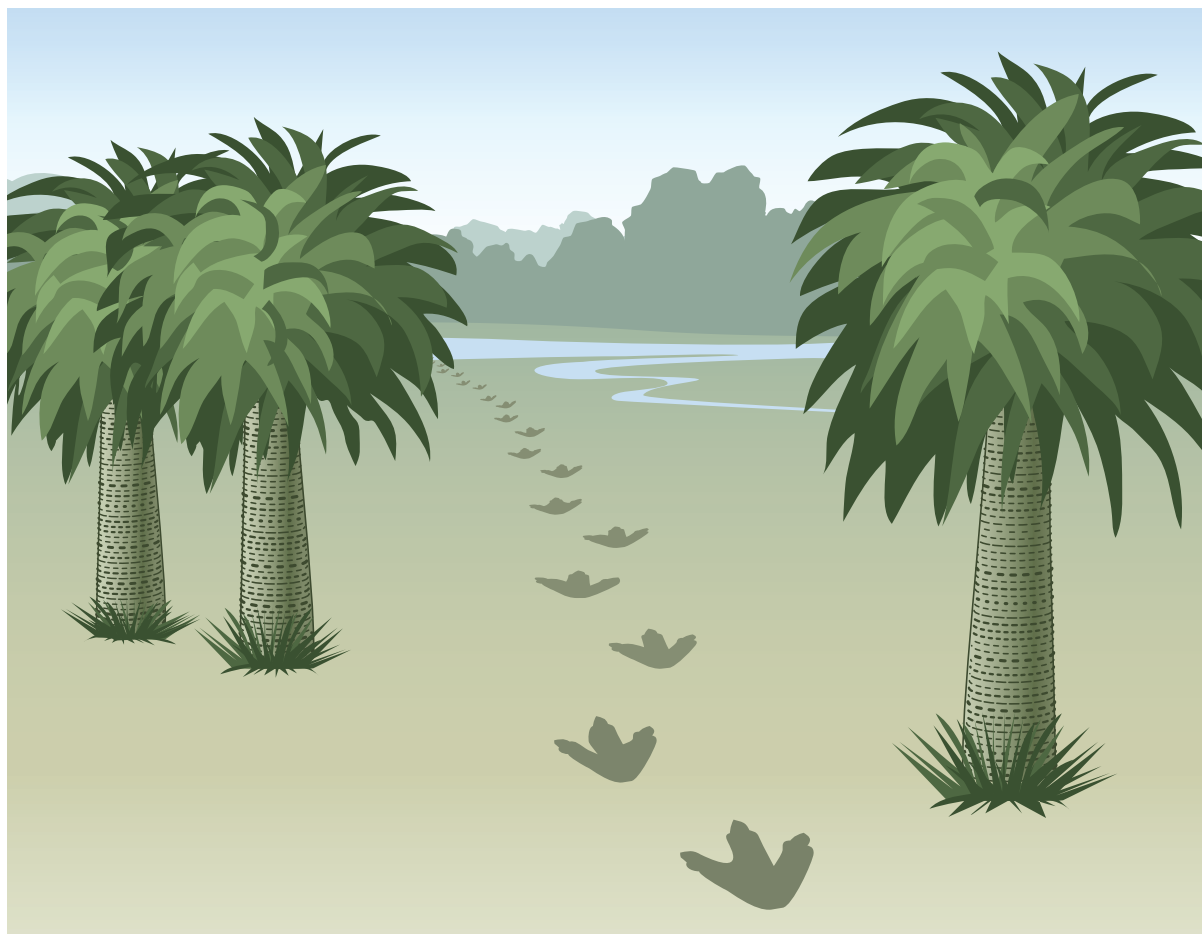
2. How were the two dinosaurs alike?

  Ⓐ They ate the same food.

✶ Ⓑ They were both huge.

  Ⓒ They had the same type of body.

 Ⓓ They each had a short name.

✶ Correct Answer
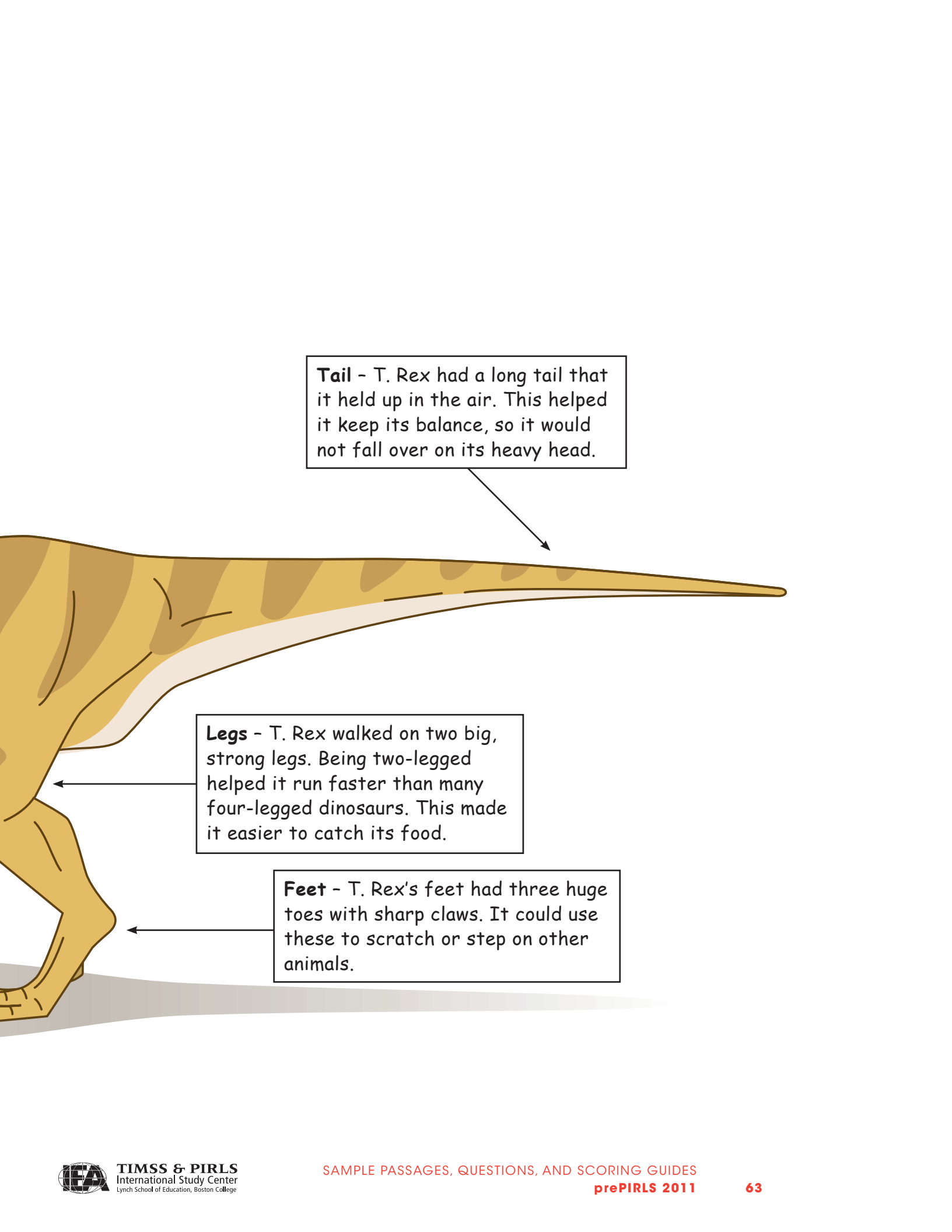
Tyrannosaurus Rex — Called T. Rex for Short

Tyrannosaurus Rex's name means "terrible lizard king". It was one of the biggest animals ever. It was as tall as a giraffe and more than 40 feet long! This dinosaur ate meat and was a good hunter.

Eyes – T. Rex's eyes faced forward and could see far away. This helped it find animals when hunting.

Jaws - T. Rex had a big head and large jaws. It used its strong jaws to catch big prey.

Teeth – T. Rex had 60 sharp teeth. Each tooth was as big as a banana. It used them to tear apart meat, but not to chew. T. Rex swallowed chunks of meat and bone whole. If a tooth broke, then a new one grew to take its place.
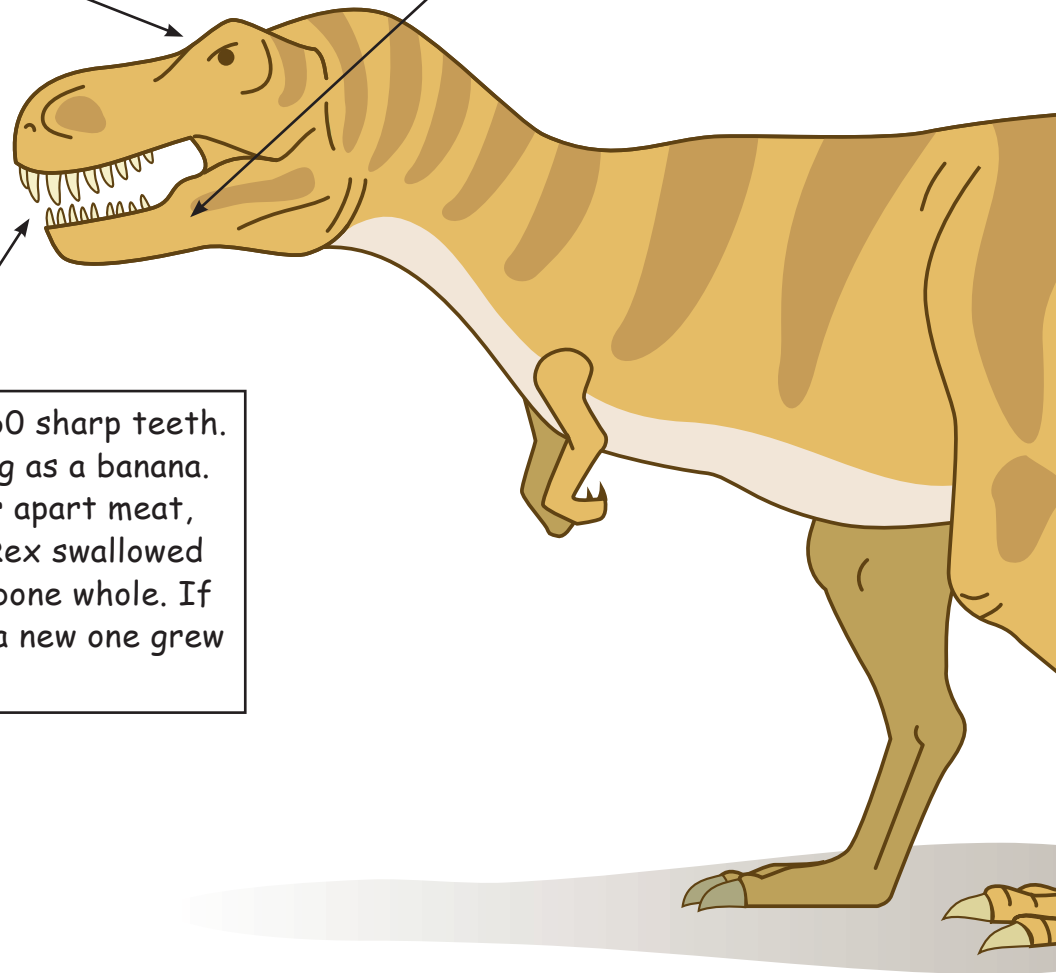
Tail – T. Rex had a long tail that it held up in the air. This helped it keep its balance, so it would not fall over on its heavy head.

Legs – T. Rex walked on two big, strong legs. Being two-legged helped it run faster than many four-legged dinosaurs. This made it easier to catch its food.

Feet – T. Rex's feet had three huge toes with sharp claws. It could use these to scratch or step on other animals.

3. Find and copy **one** fact that tells you about T. Rex's size.

✏️₁ _____

_____

4. Why did T. Rex need to have such large **jaws**?

✏️₁ _____

5. Write **two** ways that T. Rex's teeth were different from human teeth.

✏️₁ 1. _____

✏️₁ 2. _____

6. What did seeing far away help T. Rex do?

✱ (A) hunt animals

(B) find plants

(C) face forward

(D) run fast

7. What did T. Rex use its toes and claws for when hunting?

(A) to help it run faster than other animals

(B) to dig for its prey

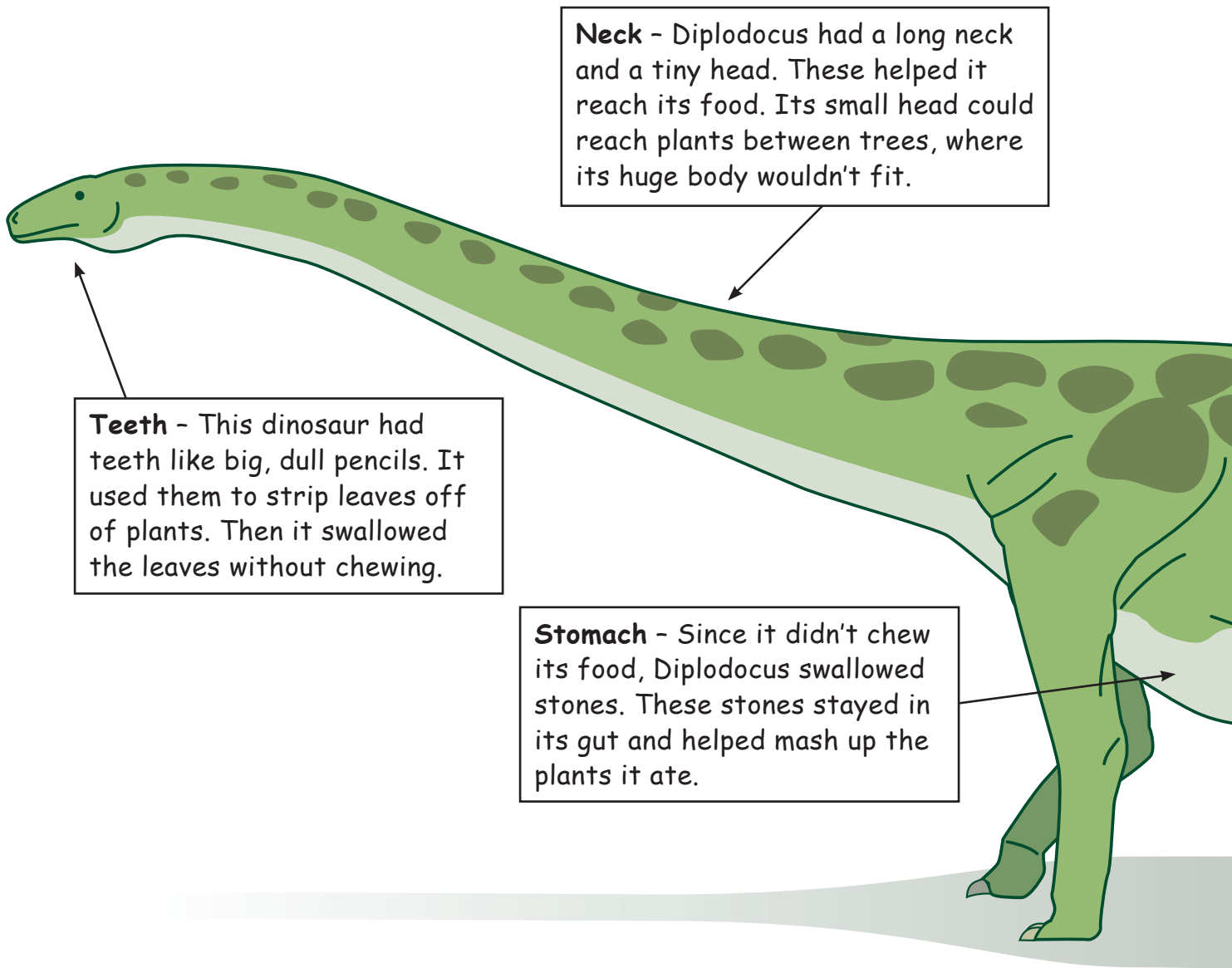(C) to help it sneak up on other animals

✱ (D) to step on its prey

8. What body part did T. Rex use to help stay balanced?

(A) jaws

(B) legs

(C) feet

✱ (D) tail

✱ **Correct Answer**

Diplodocus

Diplodocus was even bigger than T. Rex. It weighed more than two elephants! Diplodocus ate plants and not meat. This dinosaur had to eat all day long to keep its huge body going.

Neck – Diplodocus had a long neck and a tiny head. These helped it reach its food. Its small head could reach plants between trees, where its huge body wouldn't fit.

Teeth – This dinosaur had teeth like big, dull pencils. It used them to strip leaves off of plants. Then it swallowed the leaves without chewing.

Stomach – Since it didn't chew its food, Diplodocus swallowed stones. These stones stayed in its gut and helped mash up the plants it ate.
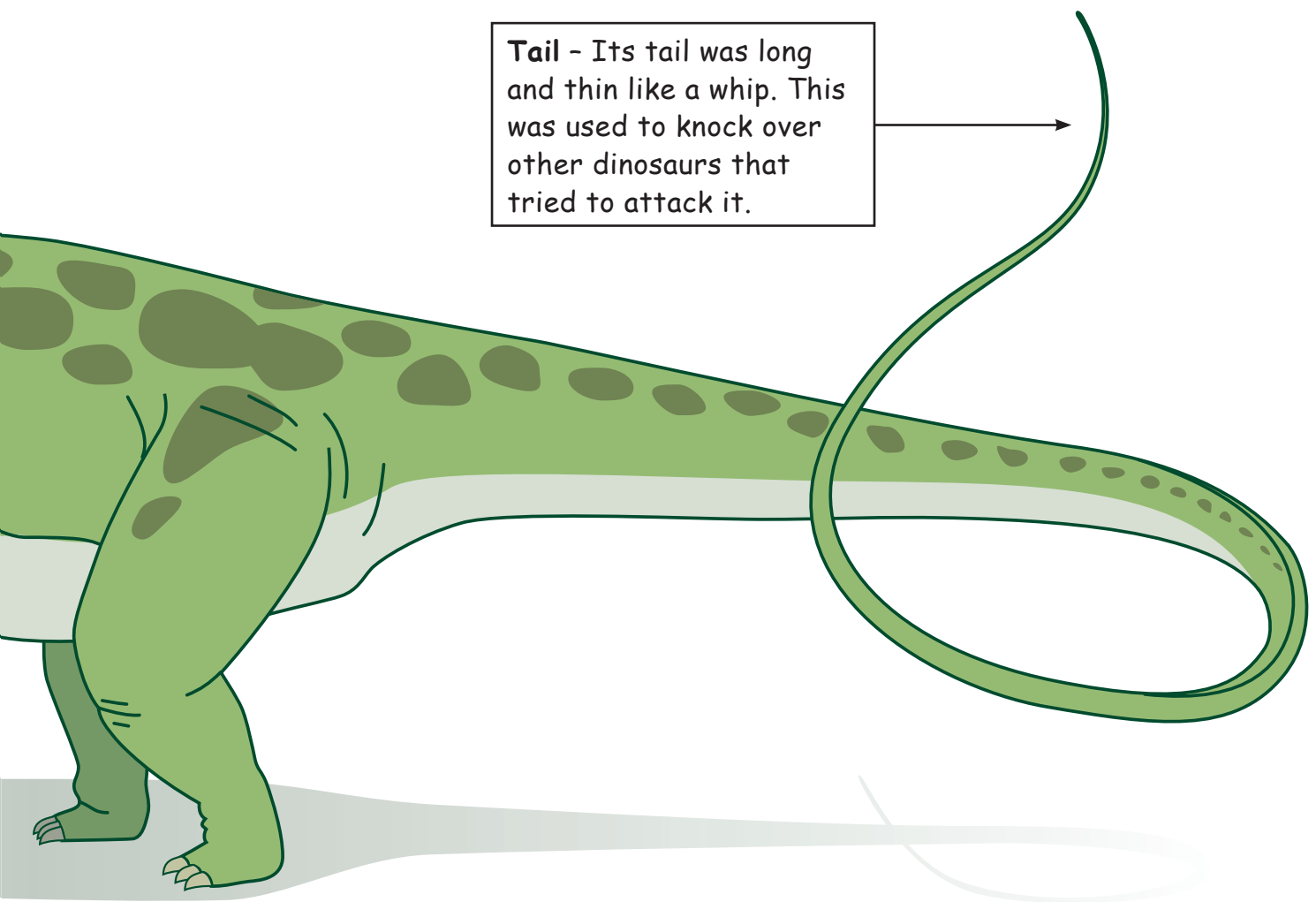
Tail – Its tail was long and thin like a whip. This was used to knock over other dinosaurs that tried to attack it.

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9. What did Diplodocus eat?

✏ 1 _____

10. Why did Diplodocus need to eat **all** day long?

✏ 1 _____

_____

11. Which of these pictures looks most like a Diplodocus tooth?

Ⓐ

✱ Ⓑ

Ⓒ

Ⓓ

✱ **Correct Answer**

12. How did Diplodocus use its tail to stay safe from other dinosaurs?

✐₁ _____

_____

13. Why did Diplodocus swallow stones?

Ⓐ to help crush bones

Ⓑ to strip leaves from plants

✶ Ⓒ to help mash its food

Ⓓ to sharpen its teeth

✶ **Correct Answer**

14. How were T. Rex and Diplodocus alike in the way they ate?

    Ⓐ They both ate big prey.

✶ Ⓑ They both swallowed their food whole.

    Ⓒ They both ate all the time during the day.

    Ⓓ They both swallowed stones.

15. Think about the whole article. Which dinosaur do you find most interesting? Check your choice.

    _____ T. Rex

    _____ Diplodocus

    Use the text to explain your answer.

    🖉₁ _____

    _____

✶ Correct Answer

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16. How do the pictures of T. Rex and Diplodocus help you learn about these two dinosaurs?

✏ 1

_____

_____
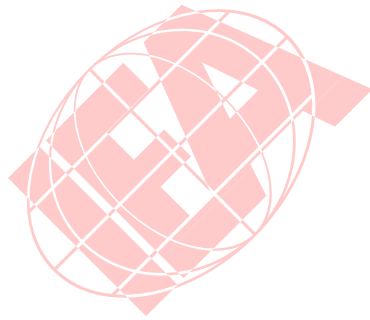
Based on information from the following websites: www.prehistory.com, www.animals.nationalgeographic.com, www.thebigzoo.com, www.dinosaur-facts.com

Two Giant Dinosaurs, Item 1

1. Based on what you've read, how long ago did dinosaurs live?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that dinosaurs lived millions of years ago.

   Examples:

   millions of years

0 – Unacceptable Response

The response does not indicate that dinosaurs lived millions of years ago. Please note that responses indicating a particular number of millions are not acceptable, as these responses are not text-based.

   Examples:

   long time ago

   million

   22 million years ago

Two Giant Dinosaurs, Item 3

3. Find and copy one fact that tells you about T. Rex's size.

Process: Make Straightforward Inferences

1 – Acceptable Response

The response provides any fact from the text that indicates T. Rex's large size.

   Acceptable facts about T. Rex's size:

   tall as a giraffe

   (more than) 40 feet long

   long tail

   three huge toes

   big head

   large jaws

   tooth as big as a banana

   big legs

   giant body

   (one of the) biggest animals (ever)

0 – Unacceptable Response

The response does not provide a fact indicating the size of T. Rex.

Examples:

60 sharp teeth

head

Two Giant Dinosaurs, Item 4

4.   Why did T. Rex need to have such large jaws?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates that T. Rex needed to have large jaws so that it could catch/eat big animals.

Examples:

to catch big prey

so that it could catch big animals

so it could take bites of big animals

0 – Unacceptable Response

The response does not provide an appropriate text-based reason for why T. Rex had such large jaws.

Examples:

to balance its tail

to hold all its teeth

to help it eat

to catch prey (Please note that 'prey' alone does not indicate the need for big jaws.)

to kill a dinosaur

Two Giant Dinosaurs, Item 5

5.   Write two ways that T. Rex's teeth were different from human teeth.

Process: Examine and Evaluate Content, Language, and Textual Elements

2 – Complete Comprehension

The response describes two ways that human teeth are different than T. Rex's teeth from the list below. Differences listed on the same line are considered the same idea and cannot be credited separately.

NOTE TO SCORERS: The response may also be expressed as a fact about human teeth, implying the comparison to T. Rex. Please note that students may express a paraphrase of these ideas, as long as the meaning is clear.

Acceptable ways that T. Rex's teeth were different from human teeth:

They have more/have 60 teeth. / Humans have fewer teeth.

They didn't use them to chew/only used them to tear apart meat.

If one breaks, another would grow in its place.

They were big(ger). / Humans have small(er) teeth. /They were as big as bananas.

They were sharper.

1 – Partial Comprehension

The response provides one way that human teeth are different than T. Rex's teeth from the list above.

0 – No Comprehension

The response does not provide an appropriate or accurate description of the difference between human teeth and T. Rex's teeth. Please note that simply providing a fact about T. Rex's teeth that may also apply to human teeth is not acceptable.

Examples:

They were sharp. (Please note that this is not an acceptable difference because humans also have some sharp teeth.)

They used them to chew meat.

They looked like bananas. (Please note that this is considered incorrect because the text does not state that T. Rex's teeth looked like bananas.)

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Two Giant Dinosaurs, Item 9

9. What did Diplodocus eat?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Diplodocus ate plants or leaves.

NOTE TO SCORERS: Do not credit responses that include any incorrect piece(s) of information alongside correct answers.

Examples:

plants

leaves

grass

trees

0 – Unacceptable Response

The response does not indicate that Diplodocus ate plants or leaves. If the response only indicates that the Diplodocus did not eat meat, this is too vague to be considered accurate.

Examples:

food

meat

not meat

stones (Please note that this response is unacceptable because the Diplodocus did not eat stones, but swallowed them to help it digest its food.)

plants and meat

Two Giant Dinosaurs, Item 10

10. Why did Diplodocus need to eat all day long?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Diplodocus needed to eat all day long to keep its body going, or because its body was so big.

Examples:

to keep its body going

to give it energy

It was big.

0 – Unacceptable Response

The response does not indicate that Diplodocus needed to eat all day long to keep its body going, or because its body was so big.

Examples:

It was hungry.

or else it would die

It ate plants, not meat.

Two Giant Dinosaurs, Item 12

12. How did Diplodocus use its tail to stay safe from other dinosaurs?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates that Diplodocus used its tail as a whip to protect itself by knocking over other animals that tried to attack it.

Examples:

knocked them over

used it like a whip

whacked them

0 – Unacceptable Response

The response does not indicate that Diplodocus used its tail as a whip to protect itself by knocking over other animals. Please note that providing the text "it has a long and thin tail like a whip" is not sufficient because it does not recognize how the tail was used.

Example:

It has a long and thin tail like a whip.

Two Giant Dinosaurs, Item 15

15. Think about the whole article. Which dinosaur do you find most interesting? Check your choice. Use the text to explain your answer.

_____ T. Rex

_____ Diplodocus

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response selects a dinosaur and provides text-based support for why that dinosaur is the most interesting. Any distinctive fact from the text about the selected dinosaur can be considered support.

NOTE TO SCORERS: If students do not check a choice (or check both choices), but provide a clear indication of which dinosaur they found most interesting and support for that dinosaur, the response should be credited.

Examples:

T. Rex—because it has sharp teeth

Diplodocus—because it has stones in its gut

T. Rex—because it dangerous (Please note that this is considered an acceptable inference because the text indicates that the T. Rex hunts and eats other animals.)

0 – Unacceptable Response

The response may select a dinosaur, but does not provide any distinctive text-based support for why that dinosaur is most interesting. Or, the response is a general feeling that does not use support from the text.

Examples:

T. Rex—It is awesome.

T. Rex—because it whips dinosaurs with its tail

Diplodocus—It has a tail.

Two Giant Dinosaurs, Item 16

16. How do the pictures of T. Rex and Diplodocus help you learn about these two dinosaurs?

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response provides one way that the pictures help the reader to learn about the dinosaurs. The response may include a general description of how the pictures help them compare the dinosaurs or understand what they looked like, or provide a specific way that the pictures are helpful.

Examples:

to compare them

to see how they look different

They label everything.

They help me understand the words.

to help you imagine them

to show you the parts of their bodies

to show you details

to show you what they looked like

0 – Unacceptable Response

The response provides a vague or inaccurate way that the pictures of the two dinosaurs could be helpful.

Examples:

You can see the dinosaurs.

They are different. (Please note that this is a general statement rather than a description of how the pictures were helpful.)

how big they are (Please note that this inaccurate because the pictures do not give an indication of actual size.)

To see where they lived.

They help you answer the questions.

They give you information.

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